

**TEACHER'S CHALLENGES IN TEACHING ENGLISH AT PANJURA
PRIVATE SENIOR HIGH SCHOOL IN MALANG**

THESIS

**In Partial Fulfillment of the Requirement for Master's Degree of English
Language Education**



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October 2019**

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PRIVATE SENIOR HIGH SCHOOL IN MALANG**

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Has been accepted on
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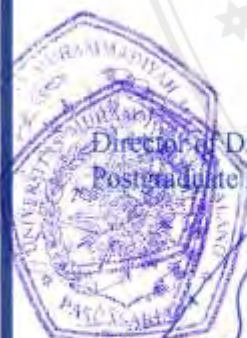
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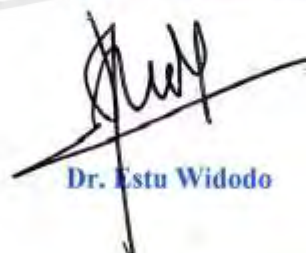
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LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled : **TEACHER'S CHALLENGES IN TEACHING ENGLISH AT PANJURA PRIVATE SENIOR HIGH SCHOOL IN MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
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Thus, this statement is made truthfully to be used as appropriate.

Malang, 18 October 2019

The Writer,



FAJAR WIRAWAN

MOTTO

Only Education can open the mind and the heart of man to achieve happiness
Welfare and peaceful life
Help yourself and God will help you
There is always a way out if you face your troubles calmly and patiently

DEDICATION

- ❖ To Allah who always gives blessing
- ❖ To my beloved parents who always give spirit and as my inspiration (Father: Wiyoto and Mother: Anik).
- ❖ To my beloved brother (M Taufik Kurrahman)
- ❖ To my beloved Sister (Nirmala Putri Pertiwi)



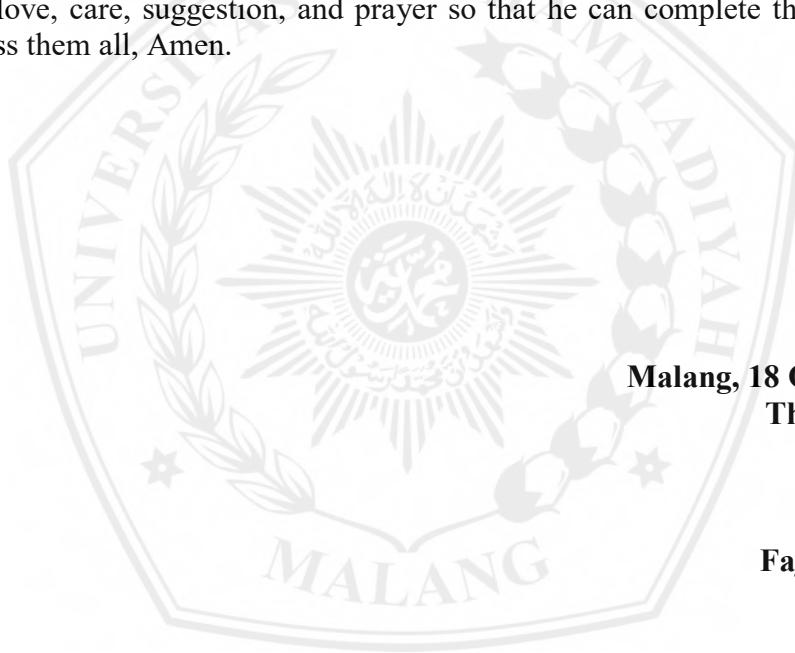
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Malang, 18 October 2019
The researcher

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TEACHER'S CHALLENGES IN TEACHING ENGLISH AT PANJURA PRIVATE SENIOR HIGH SCHOOL IN MALANG

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ABSTRACT

Challenges of English teacher in learning process and the way of teacher solved the challenges in teaching process, planning process, teaching implementation, and evaluation remain relatively unexplored in the context of Indonesia Private Senior High School where teaching English is one of the lesson most demanding and a difficult job. This study attempted to identify the teacher's challenges and to explore how the English teacher solves with the challenges in teaching English at Panjura Private Senior High School in Malang. In this study uses qualitative method where one of English teacher becomes participant. Interview and observation are used in this study as the instruments to collect the data. The findings showed that the teacher gets some challenges in teaching English. through a non-participant observation and structured interview with the English teacher who taught English in English class, it was found that there were four kinds of teacher's challenges in teaching English: (1) The teacher could not control the classroom and manage time, (2) The teacher could not choose appropriate media, (3) The teacher could not assess the students' development, (4) The teacher could not choose the appropriate method. Through an interview showed that the teacher had solution to solve the challenges in teaching English. They were (1) the teacher should apply self-discipline, use polite language, and encourage enthusiasm, (2) the teacher should prepare the media based on the teaching goals and its benefits, (3) the teacher should do an individual approach, give more attention to students, and be creative in teaching, (4) the teacher should be able to determine the suitable teaching methods. Eventually, the implications of this study are identified that the teacher should be able to confront the challenges and be creative in the teaching process. The teacher should be able to realize the needs of students in the situation and create own solutions if the teacher gets the challenged in the English class.

Keywords: Teacher's Challenges, Solution of the Challenges, Teaching English

TANTANGAN GURU DALAM MENGAJAR BAHASA INGGRIS DI SEKOLAH MENENGAH ATAS PANJURA SWASTA DI MALANG

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ABSTRAK

Tantangan guru bahasa Inggris dalam proses pembelajaran dan cara guru memecahkan tantangan dalam proses pengajaran, proses perencanaan, pelaksanaan pengajaran, dan evaluasi tetap relatif belum dieksplorasi dalam konteks Sekolah Swasta Menengah Atas di Indonesia dimana mengajar bahasa Inggris adalah salah satu pelajaran yang paling menuntut dan pekerjaan yang sulit. Penelitian ini bertujuan mengidentifikasi tantangan guru dan mengeksplorasi bagaimana guru bahasa Inggris menyelesaikan tantangan dalam mengajar bahasa Inggris di SMA Swasta Panjura di Malang. Dalam penelitian ini menggunakan metode kualitatif dimana salah satu guru Bahasa Inggris menjadi peserta. Wawancara dan observasi digunakan dalam penelitian ini sebagai instrumen untuk mengumpulkan data. Temuan menunjukkan bahwa guru mendapat beberapa tantangan dalam mengajar bahasa Inggris. Melalui pengamatan non-partisipan dan wawancara terstruktur dengan guru bahasa Inggris yang mengajar bahasa Inggris di kelas bahasa Inggris, ditemukan bahwa ada empat jenis tantangan guru dalam mengajar bahasa Inggris: (1) Guru tidak dapat mengendalikan ruang kelas dan mengatur waktu, (2) Guru tidak dapat memilih media yang sesuai, (3) Guru tidak dapat menilai perkembangan siswa, (4) Guru tidak dapat memilih metode yang sesuai. Melalui wawancara menunjukkan bahwa guru punya solusi untuk mengatasi tantangan dalam mengajar bahasa Inggris. Mereka adalah (1) guru harus menerapkan disiplin diri, menggunakan bahasa yang sopan, dan mendorong antusiasme, (2) guru harus menyiapkan media berdasarkan tujuan pengajaran dan manfaatnya, (3) guru harus melakukan pendekatan individual, memberi perhatian lebih kepada siswa, dan menjadi kreatif dalam mengajar, (4) guru harus dapat menentukan metode pengajaran yang sesuai. Akhirnya, implikasi dari penelitian ini diidentifikasi bahwa guru harus mampu menghadapi tantangan dan menjadi kreatif dalam proses pengajaran. Guru harus dapat menyadari kebutuhan siswa dalam situasi dan membuat solusi sendiri jika guru mendapat tantangan di kelas bahasa Inggris.

Kata kunci: Tantangan Guru, Solusi Tantangan Mengajar, Mengajar Bahasa Inggris

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INTRODUCTION

Research Background

As globalization has accelerated, English has become one of the key competencies for international communication. English communicative competence can be called a “must” item to have in order to survive in the competitive modern world. In education, English has become the primary language of communication. (Karimova, 2016).

In Indonesia, English is considered a foreign language which is taught from elementary to university level. Therefore, many people nowadays, particularly students, ought to master English. Mastering English is an important value for the students to have. By mastering English, students can improve their skill, thinking capacity, decisiveness, and expressiveness (Tsukamoto and Tsujioka, 2013).

In the Indonesian curriculum, there are four major English skills which have to be taught in the teaching and learning process. They are listening, speaking, reading and writing (Lie, 2007). Therefore, the learners must learn to listen, speak, read, and write in order to achieve the goals of the teaching and learning process. Teaching English is focused on the ability of the learners to be capable of mastering the four language skills. The learners should have the abilities in reading and listening to support their speaking and writing (Depdiknas, 2003).

Hikmah and Emzir (2013) argued that there are two factors that need to be considered in an effort to master foreign language skills. The first factor is the self-learning setting of both teachers and students. The second one is how the students independently access knowledge without the teachers’ help. In terms of English teaching, these two significant factors relate to each other. Therefore, these two factors are inevitable if the teachers and learners are about to achieve the goal of English proficiency.

The aim of the teaching and learning of English is not only to help the students have good skills in speaking, reading, writing and listening, but also to help them continue their study to the university level. The Regulation of Indonesian Minister of Education and Culture No. 59 of 2014 about Senior High School Curriculum 2013 states that every teacher must refer to what basic competency and a

core competency that they will achieve in every learning process, the core and basic competencies consist of spiritual attitude, social attitude, knowledge, and skill competency. In addition, the System of National Education about the national goal of education as mentioned in Indonesian National Constitution No. 2 of 2003 states that national education is used to enrich the abilities and the characters of the nation. To meet this demand, the teacher must be responsible for a bunch of learning equipment starting from the planning process, teaching implementation, and evaluation since teaching is a process of delivering knowledge done by the teacher to the students. That is why Crystal (2012) argues that one of the most demanding and a difficult job is teaching.

This is a challenge for the teachers as they have to understand what their students learn, how and why such learning influences them, and what lessons could be beneficial for them in the future (Derakhshan, 2015). Songbatumis (2017) states that teachers' challenge is a process where a teacher cannot control the class until the end of the learning activity. Hence, language teaching requires teachers to teach students to develop both academic and personal abilities.

The teacher's challenges in teaching English include the lack of English exposure, classroom size, and a shortage of English teachers (Mishra, 2015). Another challenge is the English curriculum as it is overloaded and it becomes a major hurdle for effective classroom practice (Kanga'hi and Indoshi, 2012). One of the other challenges in the learning process is to make the learning process fun. To solve that challenge, the teachers should teach creatively. Therefore, it is very important to know the teacher's challenges in teaching English in order to discover the solutions and to develop themselves since the professional English teachers with a good attitude are expected to improve their teaching quality.

However, teacher's challenges are difficult to define because it is difficult for teachers to implement effective practices (Muthwii and Kioko, 2004). Thus, the teacher gets difficulty in teaching English in the classroom as they cannot control the whole classroom activity and due to the size of the classroom. Therefore, this is one of the reasons why it is crucial to investigate the teacher's challenges in teaching English and the solution of the challenges in teaching English. In other words, such

investigation will give valuable information; it can be used to help the teachers in teaching English effectively and also to inform educators as well.

Based on the previous explanation, there are a number of studies that have investigated the teacher's challenges in teaching English and the solution of those challenges. The findings of these studies indicated that the teacher's challenges are the lack of teacher's knowledge on students' field, lack of supervision time, and the confusion in selecting media for the students (Copland and Bums, 2014). Meanwhile, some other studies that have different results showed that students got difficulty to communicate with teachers because they had limited vocabulary and they were not able to express their ideas (Hamaidi, 2014). In addition Rasheed, et al, (2017) investigated teacher's challenges in teaching English is majority of the students were not able to communicate with their English teacher because the students were hesitant to communicate in English language due to the factor of anxiety and lack of confidence and they were unable to understand if the instructions were given in English language only.

Although there are several studies in the literature regarding the teacher's challenges in teaching English, there are only a few of researchers that conduct the study on teacher's challenges in teaching English in Indonesian private schools.

Therefore, this study was conducted at Panjura Private Senior High School in Malang since English is a compulsory subject at that school. The researcher is interested in studying the teacher's challenges and solve of challenges in teaching English at Panjura Private Senior High School in Malang. Based on his preliminary observation and interview, the teacher stated that English had become one of the most difficult subjects and most students in the school got below the average score. The average score showed that students score was seventy under the standard of minimum completeness. This was also supported by students' testimony who said that they got difficulties in understanding the teacher's explanation. Based on the curriculum, English should be taught in connection with communication as the main purpose of learning a foreign language. Thus, the researcher wants to find out specifically about the teachers challenge in teaching English.

Furthermore, this study described teacher's challenges in teaching English and the way the teacher solve those challenges in senior high school level.

Research Question

Based on the background above, the problems of this study are stated as follows:

1. What are the teacher's challenges in teaching English at Panjura Private Senior High School in Malang?
2. How does the English teacher solve the challenges in teaching English at Panjura Private Senior High School in Malang?

REVIEW OF RELATED LITERATURE

The Definition of Teaching

Teaching is a process of imparting knowledge or instruction from the teacher to the students to do something in the classroom or out of the class. Larsen (2004) argues that teaching is transferring information or knowledge from the educator to the learner and as a complex process to become studied entirely. However, Hamzah (2008) defines teaching process is not only transferring information or lesson but also transferring knowledge and skill that can be used as certain a method or technique in order to make students develop their knowledge or skill. Meanwhile, Sardiman (2011) believes that teaching is guiding the learners' learning activity and organizing environment of education to support the teaching and learning process.

Teaching means giving the knowledge, organizing environment of education to create a new condition in order to make effective learning and to make the students understand what the teacher has taught. In the teaching process, the teacher also guides the learner to learn about new knowledge. It is in line with Brown (2000) who notes that teaching is helping a student to learn how to do something, giving the instructions, guiding in the study of the lesson, and causing to know or understand the lesson.

Teaching English Skills

Four English skills activities in the language classroom serve many valuable purposes, skills give learners scaffold support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, and confidence.

Brown and Yule (1983) note that teaching speaking is providing such as fluency, interaction, and accuracy. Teaching speaking is one of the significant aspects of the learning process and mastery in English. Brown (2001) believes that listening is a major of the component in learning language because in the class the students do more listening than speaking. It means listening is a complex activity and it can help students comprehend what they hear by activating their prior knowledge. Nuttal (2000) states that reading is a result of interaction among a writer's mind and a reader's mind. This is the way how the students try to get the message or information or the intended meaning from a writer or a teacher. Gaith (2002) says that teaching writing is a complex process that allows a writer to explore thoughts and ideas and to make them visible and concrete on the piece of paper. By writing, students can express their thoughts and make them more communicable to others.

Challenges in Teaching English

Sari (2016) states that a challenge is a situation or condition which makes an activity goes unwanted and need to be solved. Meanwhile, the Indonesian Ministry of Education and Culture (2005) mentions that teaching challenges relate to the internal and external factor. Internal factor includes a teacher, teaching material, interaction of pattern, teaching media and, learning situation, and whereas external factor such as an environment where teaching and learning process occurs at the moment. Copland et al. (2013) found that among other issues, many teachers have faced challenges such as large classes and the attendant problems of discipline, motivation, and learning material.

According to Hamalik (2007), there are two dimensions of teachers' challenges. The first is the component dimension and the second one is the interaction among components. The first component includes learning, goal activity, lesson plan, media technology, learning strategies, and teaching evaluation. The second interaction components are synergic and dynamic.

Kinds of Challenges in Teaching English

In general terms, Fareh (2010) believes that the literature should be consistent on a challenge in teaching language in this context concerning four main themes they

are insufficient learner involvement, time and classroom management, assessing the learning process and providing feedback, and the limited resources for teaching to students. There are several kinds of challenges in teaching English, they are:

Challenges in Managing Classroom

1. The teacher cannot control classroom and manage time.

Classroom management is one of the most commonly explained challenges faced by teachers and the major problem related to discipline in the learning process (Baker and Westrup, 2000). Benbow (2007) believed that there are several challenges of management time in class such as additional time needed for giving instruction, the difficulties in managing discipline, student's noise, and how to control the classroom. Shamim (2007) argues that student's noise is an element that worries a teacher in the lesson. This is that loud classes seem to become a consequence of a lack of classroom management and it can disturb the development of the teaching and learning process.

2. The teacher cannot arrange the class size.

Class size has been shown to have a bad impact on the student's achievement such as a big number of students in a classroom. Lee and Croninger (1997) observed that larger class size had a negative effect on academic achievement. On the other hand, Rutter (1983) found that small size class can facilitate social interaction between students and teacher.

3. The teacher cannot increase the student's motivation.

One of the major challenges in teaching English is that the learners lack interest and the fear they feel in taking an initiative role in language learning since they are too shy. Most of the learners avoid particular grammatical structures of the target language and also hundreds of vocabulary in the teaching process (Kashikar, 2016).

Challenges in Designing Material

1. The teacher cannot choose the teaching resources.

Quantity and quality of the resources that should be available for teaching material to a large number of learners seem to be a common problem at several schools. Baker and Westrup (2000) argue that if teaching resources are not suitable

with the material, it can get the bad impact to the students such as lack of adequate teaching material distributed to every student, strain on resources, like textbooks and furniture, and the difficulties in adapting different class arrangements.

2. The teacher cannot choose appropriate media.

Wati (2010) argues that the teachers face a problem in developing and choosing interesting teaching media which is suitable for the students. It is a challenge for a teacher to find the teaching media is suitable for the lesson.

3. The teacher cannot choose appropriate method.

Wati (2010) stated that the teachers got difficulty in deciding the learning method in teaching language. The teachers did not know the kinds of the method and how to implement it.

Challenges in Teaching Process

1. The teacher cannot attract students' attention.

Regarding the learners' involvement in the teaching material, one of the recurrent teachers' concerns which have been registered by the literature is the difficulty in ensuring learners' participation in the classroom. It is related to the learners' involvement in the lesson. Denis (2009) argued that the challenges in learning are the problem in employing student-centered approach, the problem in securing everybody's participation in every classroom activity, the limited opportunities for learners to express themselves in English, and the problem with keeping the students interested. Affective factors, it is like low learner motivation, tend to be a recurrent consequence of unsuccessful attempts at engaging learner in the big class (Ramirez, 2005).

2. The teacher cannot assess the students' development.

The next challenge is the difficulty in assessing and monitoring learner's progress and learning in the environment of school (Bennett, 1996). Locastro (1989) points out that the challenges in assessing learning and providing feedback are the teachers' difficulty in identifying the students' problems, the teachers' difficulty in assessing student's progress, the inability to assess learners individually, giving feedback and remedial action of lesson, and the last challenge is the inability to pay more attention to student in individual needs and individual learning style. Shamim

et al. (2007) have investigated two main challenges of particular difficulty. The first is to identify the student in individual learning progress and the second is to give the necessary feedback. The challenges regarding assessing and monitoring learning activity may have a direct influence on the learning process because it represents an essential element in the learning process (Brown, 2010).

3. The teacher feels difficult to use curriculum.

The curriculum is one of the challenges in teaching English since the curriculum made by the government might not suitable for a lesson taught by the teacher. Arifin (2013) found out some cases when teachers developed a lesson plan based on the curriculum, it was not suitable with their concept and implementation.

The Solutions for Challenges in Teaching

In teaching English, teachers might face several challenges they should be able to solve. This section is about to discuss some of those solutions.

Solution for the challenges in managing classroom

1. Language variation is used by teacher.

Language variation can be used when a teacher faces a condition at which the students cannot understand the teaching and learning English process delivered in English. Language variation is as a media of communication-related to teaching Language. Language variations have several benefits in the learning process, such as helping the students to understand lessons easily and attracting students to stay focused on the lesson. When the teachers speak using language variation, their spoken language can be natural, easier, and more effectively communicative.

2. Teacher should be creative in teaching English.

Ideally, the teachers are the facilitator and the study partner for the students. In the learning process, the teachers should be able to create teaching methods by their own creativity to battle students' boredom. The teachers' job is not only to convey material to students but also to provide a creative service to ease the teaching for all students so that they can learn in a pleasant and open-minded atmosphere (Sari, 2017).

3. The teacher should provide facilities and learning resources completely.

Adequate facilities and learning resources can help the teachers explain the material easily. The facilities and learning resources that need to be developed to support the success of the learning process include the teaching media, laboratories, learning resource center, and library. They can give benefits to a teacher and students if used optimally (Sari, 2017).

Solution for the challenges in designing material

1. The teacher enacts the stories.

Story is an integral part of the English teaching process. It helps the teachers in delivering the lesson in the form of sentence and how to express their thoughts and it also keeps the students' interest alive. The teachers can enact the stories or the plays in the classroom. In this way, the students are personally engaged with the stories. They can bring their own interpretation of the character to life (Kashikar, 2016).

2. The teacher uses variety teaching media.

Multimedia sources like videos, movie, or magazine play a very important role in improving students' target language. Using multimedia to present the contents of the material might be helpful for the students as the lesson is represented in a more meaningful way using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. Students are able to learn better since they use multiple sensory modalities which would get them more motivated to pay more attention to the information presented and retain the information better (Sari, 2017).

3. The teacher should determine the teaching method.

The teacher should equate the objectives to be achieved with the right method related to the learning material. In the learning process teacher can choose and use a variety of learning methods to achieve learning objectives. On the other hand, the teacher can change the method that has been determined based on the situation and conditions in the classroom. This will make the learning process more interesting. By using different methods the teacher can analyze, conclude, develop, and assess the subject as a manifestation of achieving the goal (Aliwear, 2012).

Solution for the challenges in teaching process

1. The teacher should apply the self-discipline.

Every teacher should control their students during the learning process, especially self-discipline. A teacher should help the students to develop patterns of behavior and to improve the standard of conduct as the means to enforce discipline should be implemented in every activity (Sari, 2017).

2. The teacher should make lesson plan creatively.

The socialization of curriculum implementation is important because it can impact on how teachers create their lesson plan and prepare the classroom activity in the learning process. The teachers should be creative in preparing a lesson plan based on the curriculum. The teachers should also join in socialization to develop teacher's mind, the teacher can apply the lesson plan optimally and it is an important step that will support and determine the success of learning process (Sari, 2017).

3. The teacher can use large class in learning process.

The large class has been identified as a situation which is rich in a wide variety of human resources, in which every learner represents different thoughts, physical features, preferences, and individual learning styles ready to be explored and shared (Baker and Westrup, 2000). The large class can help students find a compatible group to hang out with and a teacher can control the activity easily.

RESEARCH METHOD

Research Design

A research design is a procedure for collecting the data, analyzing the data, interpreting the data, and reporting data in the studies (Creswell and Clark, 2007). The purpose of research design is setting an appropriate research procedure on the required data, the method will be applied to analyze the data, and it will answer the research questions or testing the research hypothesis (Dulock, 1993).

The qualitative method was utilized to conduct this research because it answered the research questions and the purposes of the study. It was focused on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. Lodico (2010) defines qualitative research as characterized by flexible, naturalistic methods of data collection and usually does not use

standardized instruments as its major data source. Ary, Jacobs, and Sorensen (2010) argue that descriptive qualitative research is the research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating the variables.

In this study, the researcher discovered and analyzed the teacher's challenges in teaching English and solved of the challenges in teaching English at Panjura Private Senior High School in Malang. This study used the interpretive approach to provide a more complete and comprehensive understanding of the research questions. The interpretive approach aims to get an understanding, increase knowledge and shaped by social contexts and human experiences (Jackson, 2012). The interpretive approach is to discover the reality of the point of view and experience and the background (Yanow and Shea, 2011). Walsham (1995) stated that there are three theories in an interpretive case study; the first is the collection of data and guiding the design, interactive process of collecting the data as a theory and analyzing, the result of the case study. Therefore, the researcher described and interpreted the teacher's challenges and solved the challenges of teaching English.

Research Subject

In this study, the researcher used the purposive sampling technique because it was the most common sampling strategy in qualitative methods. The participant was selected based on the criteria in research questions. Purposive sampling is a process to select a sample based on certain considerations such as the characteristics of the population or characteristics have been known before (Notoatmodjo, 2010).

This study involved the identification and the selection of the participant who have experienced the teacher's challenges in certain criteria. As this study examined the teacher's challenges that were faced by teacher in teaching English so that there were some requirements for the participant in the research. The criteria were the teacher should graduate from the English Department and the Faculty of Teacher Training Education and the teacher should have the teaching experiences for more than three years. And also, the teacher was certified. Podolsky (2016) stated that teacher can improve professionalism based on their experience.

There were three English teachers who taught at Panjura Private Senior High School in Malang, but only one teacher was selected related to the criteria as a research participant. Participant taught several classes and one class had a large number of students from 40 to 42 students. Participant graduated from IKIP Budi Utomo with 3.76 Grade Point Average (GPA), she majored in English Teacher Training and Education, and she was certified. The researcher chose the teacher because the teacher has taught for more than ten years, and the teacher has a lot of experiences in the teacher's challenges in teaching English. The above criteria could support the researcher to recognize the challenges of teachers in teaching English and find solutions to challenges in teaching English at Panjura Private High School in Malang.

Techniques and Research Instruments

The researcher applied three techniques of the data collection in this research: classroom observation, interview, and document analysis. In order to facilitate the data collection, three instruments were used: observation sheet, interview guide, the document in the form of lesson plan.

1. Observation

The first technique was observation. Ary, et al. (2010) believe that observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” and is an attempt to have a comprehensive picture of the situation, the product from observation and record from research sources. The purpose of the observation was to have a picture of social life and the actual situation of education. Observation could be a scientific tool and the method of data collection for the research about teacher’s challenges in teaching English. By doing observation, the researcher could have the potential to yield more valid or authentic data because during the learning process, the researcher could only see the learning process and the real situation in the classroom.

According to Clerck (2011), there are two principal types of observation, the first participant observation, and second non-participant observation. Participant observation was the data collection technique that required the researcher to be present at, involved in, and recording the routine daily activities with people in the field setting. The second was non-participant observation, it meant observation was done from a distance which referred to the researcher’s long distance; it was a form of observation that was spectator-like; not participatory.

In this study, Observation was the method of collecting data through in the field or research locations. The researcher used non-participant observation because the researcher could focus on observation in order to get the data completely and only joined in the class without any intentional interaction during the learning process. The observation was done for four times in the different class. The researcher recorded the learning process in the form of video and took field note during the observation in order to get the valid data. The observation was done during the teaching and learning process in the classroom.

The researcher used observation sheet as an instrument to collect the data of the teacher's challenges in teaching English and solution of the challenges in teaching English at Panjura Private Senior High School in Malang.

2. Interview

The second technique was interview. According to Ary, et al. (2010), the interview is the most widely used method to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview provided information that could not be obtained through only observation.

Meanwhile, Cohen and Manion (1994) argue that there are four kinds of the interview that may be used specifically as research tools: the structured interview, the unstructured interview, the non-directive interview, and the focused interview. The structured interview is an interview in which the content and procedures are organized in advance. The unstructured interview is done in an open situation that makes it have greater flexibility and freedom. The non-directive interview is an interview as a research technique derived from the therapeutic or psychiatrist interview. The focus interview is an interview focused on the respondent's subjective responses to know the situation in which he or she has been involved in while the interviewer has already analyzed the situation prior to the interview.

The aim of this interview was to find out the teacher's challenges and solved the challenges in teaching English at Panjura Private Senior High School in Malang. The interviewee was the English teacher who met the requirements based on the predetermined criteria. In this research, the researcher used a structured interview. By conducting the structured interview, the interviewee's answers could be reliably aggregated and that comparisons could be made with confidence. Therefore, the

researcher could get more detailed data. The researcher recorded the process of interview to track the data.

In order to facilitate the data collection from the interview, the interview guide as the instrument was prepared by the researcher.

3. Document Analysis

The third technique was the documentation. According to Ary, et al. (2010), documentation is written by someone who has had first-hand experience with the phenomenon studied, and it is considered a primary source. Documentation always provides accurate accounts of events or settings. Other sources of data should be used whenever possible to corroborate the conclusions presented in the document. Bowen (2009) argues that the goal of triangulation is to provide evidence that breeds credibility. The aim of triangulation is to increase a human's understanding of whatever being investigated (Sugiono, 2009).

According to O'Leary (2014), there are three main types of documents. First, Public Records are official and ongoing records of organizational activities. Examples include student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabi. Second, Personal Documents are first person accounts of individual actions, experiences and beliefs. Examples include calendars, emails, memos, blogs, Facebook posts, assignment notes, incident reports, reflections / journals, lesson plans, and newspapers. Third, Physical Evidence is a physical object found in research settings (often called artifacts). Examples include leaflets, posters, agendas, handbooks, and training materials.

The document is a set of original data that can provide information or evidence relating to the collection and management of data systematically. Therefore, the researcher used personal documents such as syllabus, lesson plan, and teaching materials in this study. The purpose of this instrument was to support and strengthen the results of the observation and interview about the teacher's challenges in teaching English and the way to solve of the challenges.

Data Collection Procedure

In this study, the researcher used the iterative approach. Mills et al. (2010) note that an iterative approach involves the sequences of the task performed in exactly the same time and same ways each time.

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data of this study was collected based on the interview, observation, and documentation, it concerned with teacher's challenges and the solution of the challenges in teaching English.

1. Conducting the classroom observation by taking field notes and took a video to get accurate data.
2. Interviewing the teachers to get accurate data and recording it using a mobile phone.
3. Gathering and selecting the document like reports and journal to support the data interview and observation.
4. Transcribing the results of the interview in writing.

Data Analysis

According to Marshall and Rossman (1999), data analysis is a process of bringing order to the structure and giving the meaning on data collected and it is applied to discover and describe a problem in the field or structure and process in routines and practices. In this regard, it can be inferred that the data analysis requires several sort or form of the logic apply to research and the understanding the study and reach certain finding (Schwandt, 2007).

In this study, the researcher used the interpretive analysis approach for analyzing the data. Bogdan and Biklen (2003) stated that interpretive analysis is working with the data, organizing, breaking down into the manageable unit, encoding, synthesizing, and looking for patterns. In other words, interpretive was a type in the inductive qualitative analysis which the goal was to discover the meaning by using the direct interpretation of what was observed, experienced and reported by the subject.

There were several steps to analyze the data which was conducted by the researcher:

1. The data gained from classroom observation was organized by using field notes and video recording through a mobile phone. Next, the result was categorized to find out an emergent theme.
2. The data taken from the interviews was transcribed by using the color codes and the data was categorized to discover an emergent theme which was similar or different from the observation.
3. The data harvested from the relevant documents was organized by using the codes and the result was categorized to support an emergent theme from both interview and observation.
4. Drawing the conclusion.

Trustworthiness

Trustworthiness is an aspect that supports a researcher's ultimate argument concerning the trustworthiness of a study (Rourke and Anderson, 2004). The main trustworthiness issues in the preparation phases are identified as the trustworthiness of the data collection method, sampling strategy, and the selection of a suitable unit of analysis. In this study, the trustworthiness could be established as elaborated below.

Credibility

Credibility can be defined as a qualitative research concerns the truthfulness of the inquiry's finding. The credibility or the truth value involves how well the researchers have established confidence in the finding based on the research design, context, and participants (Ary, et al, 2010). To meet the criteria of credibility, the researcher used interview observation and documentation analysis to strengthen the data from the study.

Conformability

Conformability can be defined as the degree of neutrality in the research study's findings. In addition, the finding is based on the participant's responses and not the potential bias of the researcher (Sandelowski, 1995). It involves making sure

that researcher bias does not skew the interpretation of what the research participants say to fit a certain narrative. It helps to establish that the research study's findings accurately portray participants' responses. In this study, the researcher took video during classroom observation, and the audio record was used to track, confirm, and clarify the object of the findings.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of this research are presented in line with the statements of the problem. The problems are concerned with the teacher's challenges in teaching English and the way to solve the teacher's challenges in teaching English at Panjura Private Senior High School in Malang.

The Teacher's Challenges in Teaching English

This part displays the teacher's challenges in teaching English at Panjura Private Senior High School in Malang. Through observation and interview with the teacher who taught English in the classroom, it was found that there were four kinds of teacher's challenges in teaching English: (1) The teacher could not control the classroom and manage time, (2) The teacher could not choose appropriate media, (3) The teacher could not assess the students' development, (4) The teacher could not choose the appropriate method.

1. The teacher could not control the classroom and manage time.

To control classroom and manage time were some of the most commonly explained challenges faced by teachers such as giving more time after class to the students to do tasks and managing students' discipline was one of the difficulties. On the 8th of August 2019, the researcher observed the XI grade of IPA class in Panjura Private Senior High School in Malang. It was found that the English teacher could not control the classroom and manage time during the teaching and learning process. It could be seen in the excerpt data below.

Based on observation, it happened when the teacher asked the students to make seven groups consisted of six until seven students in each group. The teacher taught about gerund in the class. For each group, the teacher asked the students to

write twenty sentences using gerund. The teacher gave twenty minutes for every group. The teacher asked the student to read their sentences, and then the situation in class was very crowded because the teacher could not control and manage the discipline, condition and the situation since the teacher only focused on one group at a moment. It was supported by interview. The teacher needed long time to explain the teaching material. From the beginning activity until the end of class, the teacher could not manage the time. Sometimes it happened in every class. Teacher said:

“Sometimes at the end of the classroom activity, I cannot manage the time because I still need more time to deliver the teaching material. Time has been determined in teaching and learning process is not enough”
App.2 .Line 45-49.

The excerpt showed that in managing discipline and time, the teacher felt worried about the learning process and could not control class activity effectively. The teacher was afraid that managing the class could disturb the students' development during the teaching and learning process. The teacher was also afraid that managing discipline and time could limit the learning process. It depended on how the teacher taught the material and how the teacher could manage the classroom activity in the learning process. The teacher tried to be closer in every group to control the students' activity but the teacher could not do that well. In this case, the teacher believed that uncontrolled classroom management could cause the crowd in the learning process and disturb the students' development. Therefore, the teaching and learning process would not be effective.

2. The teacher could not choose appropriate media.

Teaching media can deliver a teaching material in the learning process and it can be used for simulating the mind, attention, feeling, and the students' ability or skill that can lead to teaching activity. Based on observation, teacher used media that was not irrelevant to the teaching material, it could confuse the students in understanding the lesson and it could make them difficult to understand the learning material. The observation was conducted on the 12th of August 2019 at the XI grade of IPS class in Panjura Private Senior High School in Malang, it was found that the teacher could not choose appropriate media for teaching. At the beginning of the class activity, the teacher explained about drama and the part of it. Then, the teacher

gave an example of drama through a smartphone connected to a speaker. The teacher played the example of drama recording for 5 minutes twice. When the students finished listening to the audio, they felt confused and did not understand what the speakers said. The teacher did not give dialogue in the written form. So, the teacher could not choose suitable media to teach and it confused the students. It was supported by interview, not all teaching media could be used to delivery material because some media have high cost. Teacher felt hard to buy the teaching media. Teacher said:

"I often use teaching media to deliver the material, but some teaching media is difficult to find and also the cost of teaching media is expensive." App 2 .Line 71-75.

The excerpt shows that not all teaching media could be used in the teaching and learning process and not all suitable to explain or to be an example during the teaching and learning process. The teacher believed that incompatibility in choosing media could get the students confused and difficult to master the teaching material. Besides, the teacher also felt it difficult to find the media which was suitable for teaching material. Moreover, there were some students having low language ability and they faced some difficulties in understanding the material. In that way, the teacher believed that there were some media might not be helpful during the learning process because everything needed in the teaching and learning process must always be related to the media.

3. The teacher could not assess the students' development.

During the teaching and learning process, the teacher found a number of challenges. One of the challenges that were faced by the teacher, it was difficult to assess the students' development. The teacher found that it was difficult to identify the students' problems and to assess the student's' progress in learning. Furthermore, the teacher also felt unable to assess students both as a group and as an individual. Based on the observation, it was conducted on 14th of August 2019 at the XI grade of IPA class in Panjura Private Senior High School in Malang, it was found that there were some students who got the problems when they did the task from the teacher. Then, they were monitored by the teacher during the learning process. The purpose was to assess the progress and the development of the students learning. On the other hand, the teacher could not monitor all students because the number of

students in the class was 41 students. This proved that the teacher had the difficulty to identify students' learning and to assess the students' development in doing the assignments. The teacher was not able to pay attention to all students in the classroom. Some of the students had a low ability and low level of concentration while receiving the teaching material from the teacher. Based on the interview, it was found that the teacher did not give respond when she got question because she did not have capability in assessing students' development.

Based on the finding above, the teacher believed that monitoring and assessing every student's work during the learning activities had a big influence on the teaching and learning process. The purpose was to know the development of the students' abilities. The big number of students also felt that they lacked an even and fair supervision and attention from their teacher. By assessing the students' development, the teacher could find the students' strengths and weaknesses in the learning process. In addition, the teacher claimed that it was difficult to monitor and to give more attention to all students while in fact; it is one of the most important parts in the teaching and learning process.

4. The teacher could not choose the appropriate method and material.

The method is one of the components needed as a teaching strategy that is used to facilitate the achievement of learning objectives. However, the teacher believed that it would be difficult to explain the learning material if the teacher did not choose and use learning methods that were accordingly with the material to be presented. Based on the observation, it was conducted on the 19th August 2019 at the XI grade of IPS class in Panjura Private Senior High School in Malang, it was found the teacher could not choose an appropriate method. The teacher explained the teaching material by using lecturing method in front of the class and the teacher only used Bahasa Indonesia to explain the material. The teacher did not use multilingual or trilingual to gain the students. The teacher could not determine the method suitable to the situation and atmosphere in the classroom. This method would bore the atmosphere in the classroom and then this method would make the students passive. It was supported by interview, the teacher had different opinion about teaching method, and the teacher stated that one method was enough to explain material in class. The teacher said:

“In every learning process, I always use one method without combining other methods because it is the goal to make the students active and fun.”
App. 2. Line 3-6.

Based on the finding above, the methods used should be relevant with the teaching objectives otherwise it would make the teacher difficult to explain the learning material and to achieve the goals that had been formulated. The teacher believed that any method unsuitable with the classroom atmosphere and students' condition could neglect the students' needs. Besides, the students would become passive and it would make the teaching and learning process become the teacher-centered. Consequently, it could reduce students' creativity and activity. In addition, explaining the material in long learning hours could bore students in learning English.

The Ways of the Teacher Solved the Challenges in Teaching

The second research question is dealing with solving the teacher's challenges in teaching English. This sub-section reports whether the teacher could solve the challenges in teaching English or not. The findings were presented based on the interview.

1. The teacher applied discipline and used polite language.

Based on the data interview from English Teacher at SMA Panjura Malang, it was found that the English teacher solved the teacher's challenges by applying self-discipline, used polite language, and encouraged enthusiasm. Enthusiasm was important parts of the teaching process because it could create a conducive and pleasant learning climate. The teacher said:

“I applied the self-discipline and used polite language for every student in the classroom. The situation can be managed well and the learning process can run optimally. Finally, the students' enthusiasm for learning can be encouraged.” App. 2. Line 76-81.

2. The teacher prepared the media based on the teaching goals and its benefits.

Based on data of interview from English Teacher at SMA Panjura in Malang, it was found that the English teacher solved the challenges by preparing media based on the teaching goals and the benefits of media. Selecting media could affect the

aspects of students' intelligence and the teacher explored the contents of the material. Media could help the teacher to deliver the teaching material to students and it could improve certain skills such as listening and concentration. The media selection should refer to the aspects of cognitive, affective and psychomotor. It was purposed to encourage the students and to lift their motivation in learning the English material based on learning objectives easily. The teacher argued:

The selecting media should suitable with goal of learning process. I use media can make student's encourage their motivation to catch English material based on learning objectives easily. App. 2. Line 71-75.

3. The teacher did an individual approach, gave more attention to the students, and was creative in teaching.

Based on data of interview from English Teacher at SMA Panjura in Malang, it was found that the English teacher solved the challenges by doing individual approach, giving more attention to students, and being creative in learning. The teacher had own way of dealing with the students with different characteristics. The teacher paid more attention to students who had a low average of abilities because it could give students motivation to learn. The teacher also revealed that a comfortable atmosphere in the classroom and be creative in teaching and learning process could be created such as by employing games and having an outdoor class. Teachers said:

"I do the approaches to students individually; I should understand their students' character one by one. Thus, I can assess students' progress and development during the learning process." App. 2. Line 53-57.

4. The teacher determined the suitable teaching methods.

Based on data of interview from an English teacher at SMA Panjura in Malang, during the teaching and learning process, the teacher could use a variety of methods to achieve learning objectives. The teacher could use two languages such as English and Bahasa Indonesia in explaining the materials to avoid boredom in the classroom. By using a suitable method and language in the learning activity, the teacher could analyze and develop the students' ability. Teachers said:

"I choose suitable method with material. It can avoid boredom in the classroom activity. I will change the method that had been determined based on the situation and conditions in the classroom." App. 2. Line 87-92.

Discussion

This section discusses the finding of the research. The discussion covers the teacher's challenges in teaching English at Private Senior High School in Malang. The detailed discussion is presented as follows.

Referring to the first research question, the findings showed that the teacher got the challenges in teaching English. According to the data, it was found that the teacher could not control the classroom and time. In managing discipline and time, the teacher was afraid could not control class activity effectively. Uncontrolled classroom management could cause the crowd in the learning process and could disturb the students' development. These findings were in line with a statement stated by Muthwii and Kioko (2004) that the teachers get the challenges in teaching and learning process in the classroom because the English teachers cannot control the whole classroom activities and due to the size of the classroom. Benbow (2007) states that there are several teacher's challenges of time management in classrooms such as the problem in time management when the teachers need additional time to give instruction or task, the difficulties in managing discipline, the students are crowded, and how to control the class activity

Furthermore, it was reported that the teacher could not choose appropriate media for the teaching and learning process. Incompatibility in choosing media could confuse the students and make them difficult to master the topic. Besides, the teacher also felt difficulties to find suitable media for the teaching material. This is line with the finding of Copland and Bums (2014) who revealed that the teacher's challenges are the lack of teacher's knowledge on students' field, the lack of supervision time, and the confusion to select the teaching media for the students in the learning process.

The last finding showed that the teacher could not choose the appropriate method. The teacher explained the material using lecturing method. This method bored the atmosphere in the classroom and it made the students passive. It is supported by Mumary (2017) who states that the teachers' challenges were mastery of English, the language proficiency issue, the limited mastery of teaching methods, and lack of professional development. In addition, there were also some challenges such as facilities issues including inadequate resources and facilities in the classroom, and limited time for the learning process.

In accordance with the second research questions which look at whether the teacher's solutions to the challenges in teaching English succeeded or not. The findings showed that to manage the class and time, the teacher needed to apply the self-discipline during the teaching and learning process. The teaching process would run optimally if the class activity could be managed well. This is in line with a statement of Setiawan (2016) that there are two kinds of disciplines which can be applied in class: preventive and corrective discipline. First, preventive discipline is used to follow and obey the rules for students in the school environment. Thus, students are expected to be disciplined and they could obey the rules. The second, corrective discipline is used to give instructions to students so they can comply with the rules. This means if the students violate the rules, they would be sanctioned. The sanction is meant to get the students to improve themselves.

The last finding of the last research problem showed that by using several teaching methods, the teaching goals would be achieved. In every classroom activity, the teacher always used the different method based on material, condition, and atmosphere to avoid boredom, to lift the students' motivation and to make the students easier to learn the material. This is supported by Zain (2016) who argues that learning methods can act as a tool to motivate students. By applying certain teaching methods, students in one class can catch the knowledge conveyed by the teacher better. This means the teacher must know the good teaching methods that can be applied to certain learning materials. The teaching method can be called as a tool to motivate students or as an extrinsic factor, as a learning strategy, and as a tool to achieve goals.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The purpose of this research is to describe the teacher's challenges and how the teacher solved the challenges in teaching English at Panjura Senior High School Malang. Based on the result presented in the previous chapter, the English teacher seemed to face similar challenges in teaching English.

First, the findings indicated that the English teacher could not manage the classroom and time well when teaching in the class. It was stated that in managing class and time, the teacher felt worried about the teaching process and also could not control class activity effectively. These could cause the crowd in class and might disturb the students' ability to understanding the lesson.

Second, the findings revealed that the English teacher could not determine appropriate teaching media for the learning process. The teacher proposed that the use of media that was not in accordance with English material could confuse the students in understanding the lesson and make several students difficult to absorb the material.

Third, the teacher got some difficulties to identify the students' problems and to assess the students' progress in teaching English. The teacher claimed that there were a big number of students that the teacher could not monitor. This proved that the teacher felt it difficult to identify students' ability and to assess the students' development in doing the tasks.

Finally, the teacher believed that this research had highlighted a wide range of teacher's challenges faced in teaching English such as the teacher could not control classroom and manage the time well, the teacher could not choose appropriate media, the teacher could not able to assess the students' development, and the last, the teacher could not choose a method suitable with the material. In order to solve the challenges, this study also found the solutions implemented and mentioned by the teacher. Each of the challenges had its own solution to overcome teacher's challenges in the classroom.

Suggestions

Based on the discussions, the results, and the conclusions, the researcher formulated the suggestions for English teacher and future researcher:

1. Suggestions for English teachers

Based on the research findings, it is reasonable to believe that the teachers might face different challenges in a different setting. Therefore, the teachers should determine the kinds of methods, types of teaching media that would be used, effective time management, and appropriate assessment for the students'

development. The teachers should improve the way of teaching and classroom control. The teachers should also do self-reflection to evaluate themselves after teaching in the class.

2. Suggestion for students

The result of the study indicates that the some of students have different focus, consternation and ability. It is proven by finding the difficulties in mastering English subject. It is hoped that the students increase their ability. The students need to enrich their experiences in mastery of English skill. They also need to increase their motivation and interest to learn vocabulary well. In so doing, the students mastery of English Subject and they will not find difficulties in finding the word meaning.

3. Suggestions for future researchers

This study only involves an English teacher at Panjura Senior High School. Teacher's challenges in teaching English is a significant issue in teaching, therefore the other researchers could conduct future research on this matter such as about the kinds of teacher's challenges and about kinds of solutions for the teacher's challenges. It is recommended that future researchers use interviews to collect the data in order to elicit the detailed response from the participants. It is hoped this study will be used as the references in conducting research and might be beneficial for similar studies.

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